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ABSTRACT

The PACT (Perceptions of Apprenticeship Classroom Training) program was developed as a component of the PROE system (Program Review in Occupational Education). PROE is itself one of four components of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive system for evaluative occupational education. This manual outlines procedures to be used by community colleges to review and evaluate the course work they provide for apprentices in support of on-the-job training. The evaluation procedures are limited to classroom instruction and are based on the recognition that apprenticeship training programs are established by and for industry; that classroom work represents only a small percentage of the hours required for certification; and that classroom instruction should provide technical knowledge relevant to the job. The following steps for evaluating coursework are recommended and discussed: (1) determine the programs to be evaluated; (2) determine which staff will be involved in coordinating the project, tabulating the data, writing the final report, and developing an action plan; (3) identify the employers to be involved; (4) develop and implement survey strategies for apprentices, employers, supervisors, and instructors; (5) tabulate and analyze the survey data; (6) write a final report; and (7) develop an action plan and disseminate the final report. Appendices include instruments to determine student, employer/supervisor, and instructor perceptions of apprenticeship classroom training; sample memoranda to supervisors and instructors; and forms for summarizing the results of student, employer/supervisor, and instructor surveys. (LL)

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HANDBOOK AND INSTRUMENTATION

JC 830 425

PACT

Perceptions of Apprenticeship Classroom Training

2

P A C T

PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

Manual

This project was developed by the Office of Curriculum Planning and Evaluation under a grant to the Grand Rapids Junior College, Grand Rapids Michigan, funded by the Michigan Department of Education, Higher Education Management Services, Community College Services Unit, under Project Number 7862. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Michigan Board of Education position or policy.

Michigan State Board of Education
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PACT

Perceptions of Apprenticeship Classroom Training

michigan community colleges

PACT is a component of the PROE, which is itself a component of the M-CCOEES (MICHIGAN COMMUNITY COLLEGE OCCUPATIONAL EDUCATION EVALUATION SYSTEM)

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project school
GRAND RAPIDS JUNIOR COLLEGE

AUGUST, 1982

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The project staff would like to express its sincere appreciation to the Apprenticeship Ad Hoc Committee, which guided the development and refinement of the PACT. Members included pilot school staff, representatives from the Bureau of Apprenticeship Training, a representative of the PROE Advisory Committee and State Department of Education, and representives of employers and labor/union from the private sector.

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PREFACE

The PACT (Perceptions of Apprenticeship Classroom Training) was developed as an additional component of the PROE system (Program Review in Occupational Education). PROE is itself one of four components of M-CCOEES (Michigan Community College Occupational Education Evaluation System), which is a comprehensive system for evaluating occupational instruction. M-CCOEES was developed to meet the requirements of the 1976 Federal Vocational Education amendments as outlined in Public Law 94-482. It has been endorsed by the Michigan Occupational Deans Administrative Council (MODAC) and in the State Plan for Vocational Education in Michigan.

The PROE system was developed under the sponsorship of the Michigan Department of Education, Community Colleges Services Unit, and under the guidance of the PROE Task Force, comprised of Community College professionals. In 1981, the Task Force recommended that a component of the PROE be developed and pilot tested which would enable community colleges to review and evaluate the classroom instruction they provide for apprentices. This manual outlines the system that was developed for the 1981-82 project year by the project school, the Grand Rapids Junior College, under the guidance of the PROE Apprenticeship Ad Hoc Committee. PACT was pilot tested by the following three colleges in the Spring of 1982: C.S. Mott Community College, Kalamazoo Valley Community College and the Grand Rapids Junior College.

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INTRODUCTION

This manual outlines the procedures community colleges can use to review and evaluate the coursework they provide for apprentices in support of their on-the-job training. More specifically, it helps colleges keep their apprentice coursework relevant and current with industry practice by systematically eliciting perceptions from key groups or individuals, such as apprentices, employers, instructors, supervisors and Joint Apprenticeship Committees.

This review procedure recognizes three basic facts about apprenticeship training programs: 1) apprenticeship training programs are developed and established by and for industry; 2) classroom work provided by the college represents only a small percentage of the total number of hours of training required for certification; 3) classroom instruction should provide technical knowledge which is relevant and current with what is being taught on-the-job.

The evaluation system outlined in this manual is limited to a review of the classroom instruction community colleges provide for apprentices. The results should provide a college with information which will be useful in determining to what extent the classroom instruction is coordinated and consistent with what is being taught on-the-job. When program weaknesses are suggested by the data, the college can investigate, with the help of employers, to determine what changes, if any, may be necessary to make the program more relevant and/or up to date. Discrepancies or areas of concern should be addressed in meetings between appropriate personnel from the college and employers.

It is hoped that this evaluation procedure will be the catalyst for an ongoing and systematic attempt to coordinate the two main aspects of

apprenticeship programs: 1) on-the-job training provided by industry and 2) classroom instruction provided by community colleges.

On the following pages are listed the seven steps to be followed in implementing the PACT:

Step 1: Determine the Programs to be Evaluated

Step 2: Determine which Staff will be Involved

Step 3: Determine the Employers to be Involved

Step 4: Surveying Strategies

Step 5: Tabulation and Analysis

Step 6: Written Report

Step 7: Action Plan and Report Dissemination

STEPS TO IMPLEMENT THE PACT

STEP 1 DETERMINE THE PROGRAMS TO BE EVALUATED

Because community colleges are not required by any public law to systematically evaluate their apprenticeship programs, the decision of which programs and how many to evaluate in any given year should be based on the needs of colleges, employers and, ultimately, the apprentices. A college may wish to evaluate coursework in a rapidly growing program, a program in which technology is changing at a rapid pace or a program in which enrollments have been dropping. A college may wish to evaluate one-third of its programs every year on a three year cycle or one-fourth of its programs each year on a four year cycle, so that the curricula for all programs regularly receive a systematic review.

In any case, the decision a college makes about which programs to evaluate should be based on some kind of rational criteria.

STEP 2
DETERMINE WHICH STAFF WILL BE INVOLVED

Although this review of apprentice programs is a fairly simple and straight forward process, it does require time from at least one staff person to coordinate and implement. Commonly, this person will be the Supervisor of Apprenticeship Training at a community college.

A college may also wish to organize a Review Team, consisting of college administrators and apprenticeship instructors. This Review Team would be responsible for: 1) determining the programs to be evaluated, 2) coordinating the surveying of students, 3) tabulating the data, 4) writing the final report and 5) developing an action plan.

Whether the final responsibility for implementation rests on an individual or committee, it is essential that all staff are aware of the study, its purpose and the intended outcomes. Included in the Appendix on page 23 is an example of a memorandum which may be used to inform apprentice staff of the evaluation process.

STEP 3
DETERMINE THE EMPLOYERS TO BE INVOLVED

The question of which employers will be involved in the study is largely determined by which programs are being evaluated. Sampling should not be a consideration, since all employers who send apprentices to a college for courses related to a program the college is evaluating should be included in the study. It is important to the validity of the study that all views be expressed.

STEP 4
SURVEYING STRATEGIES

APPRENTICES

The college should make a decision, first of all, whether to include first or second year apprentices in the study. Employers may be able to provide some input on this issue. It is recommended that first year apprentices not be included in the study because of their limited ability to make judgements about the total program. But the college may wish to include second year apprentices, in addition to the third or fourth year apprentices, if they feel their input would be valid.

Once that decision has been made, a college must deal with the problem of how to administer the surveys. A mailing strategy has some advantages, but is costly and requires repeat mailings. Even then, it is rare that a mailing strategy will produce a return rate of more than 70% or 80%.

The recommended method is for the college to administer the surveys in the classroom, taking advantage of a "captive population". It should be possible to identify one or several courses for each program in which most of the students present will be apprentices in the program being evaluated. Surveys can then be administered to the apprentices in class, which will also allow a brief explanation

of the study. If there are students in the class who are not apprentices in the program being evaluated, they can be excused for the 15 or 20 minutes it will take to complete the surveys. With proper precautions to ensure that apprentices are not surveyed more than once (i.e., in different classes at different times), it should be possible to administer the survey to all students enrolled in a specific apprentice program by visiting the classes which are particular to that program.

Another possible method includes scheduling a special meeting with apprentices at the college for the purpose of filling out the surveys.

One additional method is to have employers administer surveys to apprentices at the business. This can be accomplished by working through the Joint Apprenticeship Committee (JAC). The advantage of this method is that it may allow students to be more candid in their survey responses than if they filled out the surveys in class. The disadvantage is that it may be difficult to coordinate this method in certain industries. It is of primary importance for the college to work closely with the industry personnel to ensure coordination of the surveying.

Depending on the individual college and program, there may be more practical ways to administer the surveys. Whichever method is used,

the goal should be to include those students who are most knowledgeable of the program. Once these students have been identified, attempts should be made to obtain completed surveys from as many students as possible.

EMPLOYERS AND SUPERVISORS

In determining which industry personnel should receive surveys, it is advisable to work closely with the Joint Apprenticeship Committee or employer. The employer or JAC will probably have the best idea of which personnel would be knowledgeable enough of the program(s) to be included in the study.

There are several ways in which the surveys can be administered, including various mailing strategies or personal interviews. It is recommended, however, that the surveys be delivered in person to the employer, Joint Apprenticeship Committee, or JAC representative. An appropriate amount of time should be allowed for carefully explaining the process and reviewing the surveys. The employer or other contact person(s) can then distribute the surveys to those personnel who they feel are most knowledgeable of the program(s) being reviewed and fill one out him/herself if appropriate. Each of the surveys should have a letter attached which explains the study to potential respondents. A second date can be set to

pick up the completed surveys from the employer/contact person. To ensure a high return rate, surveys can be numerically coded or respondents can be asked to put their names on the surveys. This can help determine which are not being returned and eventually help determine the survey response rate. Appropriate action can be taken to follow up on those personnel who have not completed and returned the surveys.

An alternative method is to work with the employer or JAC representative to identify those supervisors who would be most knowledgeable of the program(s) and then to mail the surveys to them either at work or at home. A cover letter and return envelope should be included. Followup mailings can be done after two weeks.

An example of a cover letter which can be used to explain the study to industry personnel is included in the Appendix on page 22.

To summarize, the question of which industry personnel should be administered surveys is largely determined by the size and organizational structure of the individual company.

INSTRUCTORS

The PACT system includes a survey form for eliciting perceptions of apprenticeship classroom instruction from the college's apprentice instructors. A copy is included in the Appendix

and the instrument packet. However, this is an optional activity, since it is possible that instructors may have already completed PROE forms for an occupational education evaluation, and may confuse their perceptions of the apprenticeship instruction with their perceptions of occupational education instruction.

It is suggested that, if the college wishes to include the instructor survey in their study they administer the survey to appropriate staff (depending on which program(s) are being studied) in a staff meeting or through inter-office mail. (See the PROE Manual for additional information on surveying strategies.)

STEP 5
TABULATION AND ANALYSIS

Responses from surveys should be tabulated for each program being evaluated. If machine scoring is not available, hand tabulation methods can be used. Once the responses have been tallied, the best method of summarizing the results in a tabular form is to enter the frequency and percentages of responses on copies of the Summary of Results Forms which are located on pages 24 to 30 of the Appendix and are available in the instrument packet. (See the PROE Manual for additional information on data tabulation.)

The items or areas rated most positively can be categorized as "Program Strengths", while those rated negatively can be categorized as "Areas of Concern". These should be the basis for a final written report.

STEP 6
WRITTEN REPORT

A final written report should be completed by the college Review Team using the results of the surveys. The report should include the following sections:

1) a brief description of the apprentice program;
2) the methods used to:
    a) determine the survey population,
    b) administer the surveys and
    c) tabulate the results;
3) the number of surveys administered and the number returned;
4) the actual survey results, including frequency of responses and percentages;
5) a summary of program strengths and areas of concern;
6) recommendations for improving the program; and
7) any additional information of value to program professionals.

STEP 7
ACTION PLAN AND REPORT DISSEMINATION

Once the final report has been written, the college's Review Team should use the recommendations as the basis for developing an Action Plan. The Action Plan may include recommendations for further study, revisions of the existing curricula to better match the skills being taught in industry, changes in program operation, etc. It should always be kept in mind, however, that PACT is limited to perceptions of apprentice programs. Although perceptions can be very valuable to a college, they should not be the sole basis for making major program revisions or eliminating programs. Perceptual information should be used to highlight program strengths and weaknesses and serve as a starting point for further study.

When program weaknesses are suggested by the data, the college should investigate in more depth to determine what changes, if any, are needed. Such an investigation may well involve a series of working sessions between the college and employers or JAC representatives in which they would study and discuss the program(s) in terms of the job outlook, innovations in the way the training is conducted or changes in technology. Working

together, the college and employers/JAC can plan curriculum and training modifications which will best meet the needs of employers/JAC and the apprentices.

Once the Action Plan has been finalized and documented, it and the Final Report should be printed in quantity and disseminated to appropriate personnel in the college (instructors, administrators, staff, etc.), employers and appropriate Joint Apprenticeship Committees.

APPENDIX

1. Student Perceptions of Apprenticeship Classroom Training
2. Employer/Supervisor Perceptions of Apprenticeship Classroom Training
3. Apprentice Instructor Perceptions of Apprenticeship Classroom Training
4. Sample Memorandum to Apprentice Supervisors
5. Sample Memorandum to Apprentice Training Instructors
6. Student Survey Summary of Results Form
7. Employer/Supervisor Survey Summary of Results Form
8. Instructor Survey Summary of Results Form

PACT

1

College _____

Michigan Community Colleges

Title of Your
Apprenticeship Program

STUDENT PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

INSTRUCTIONS: Listed below are some items which describe an ideal classroom training program for apprentices. Read each item and determine how closely your classroom training compares with the ideal. Using the following guide, check (X) the column which corresponds with your rating. A comment column has been provided if you wish to explain your rating.

RATING SCALE:

EXCELLENT: Compares very closely with the ideal.
GOOD: Compares somewhat closely with the ideal.
ACCEPTABLE: Compares acceptably with the ideal.
FAIR: Does not compare very well with the ideal.
POOR: Compares very poorly with the ideal.
DON'T KNOW: Insufficient information.

	Keypunch Instructions 1	Poor 2	Fair 3	Acceptable 4	Good 5	Excellent 6	Don't Know	COMMENTS
Please rate each item below:								
1. Courses are:								
• Available and conveniently located. 1								
• Based on realistic prerequisites. 2								
• Available at convenient times. 3								
2. Written objectives for courses:								
• Are made available to you. 4								
• Describe what you will learn in the course. 5								
• Are used by instructors to keep you aware of your progress. 6								
• Relate to the on-the-job training you receive. 7								
3. Teaching methods, procedures and course content:								
• Meet your occupational needs. 8								
• Are consistent with what is being taught on-the-job. 9								
4. Related courses (such as Mathematics, Design, Blueprint Reading and Metallurgy) are:								
• Pertinent to apprenticeship instruction. 10								
• Current and meaningful to you. 11								
5. Apprenticeship classroom instructors:								
• Know the subject matter and occupational requirements. 12								
• Are available to provide help when you need it. 13								
• Provide instruction that is interesting. 14								
• Provide instruction that is understandable. 15								
6. Instructional support services (such as tutoring, lab assistance, etc.) are:								
• Available to meet your needs and interests. 16								
• Provided by knowledgeable, interested staff. 17								

PACT

Michigan Community Colleges

STUDENT PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

	Keypunch Instructions	Poor	Fair	Acceptable	Good	Excellent	Don't Know	COMMENTS
	1	2	3	4	5	6		
7. Instructional lecture facilities:								
• Provide adequate lighting, ventilation, heating, power, and other utilities. 18								
• Are adequate in size for the number of students enrolled. 19								
• Are safe, functional and well maintained. 20								
8. Instructional materials (e.g., textbooks, reference books, supplies) are:								
• Available and conveniently located for use as needed. 21								
• Current and meaningful to the subject. 22								
• Not biased toward "traditional" sex roles. 23								

9. Are there courses or specific skills which you believe are needed in order to make instruction more consistent with on-the-job training?

10. What suggestions do you have for improving the course work you are taking in support of your on-the-job training?

PACT

2

Michigan Community Colleges

Name (Optional) _____

Title/Position _____

Size of Your Company (No. of Employees) _____

Title of Apprenticeship Program _____

EMPLOYER/SUPERVISOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

INSTRUCTIONS: Listed below are some items which describe an ideal classroom training program for apprentices. Read each and determine how closely the classroom training provided for your apprentices compares with the ideal. Using the following guide, check (X) the column which corresponds with your rating. A comment column has been provided if you wish to explain your rating.

RATING SCALE:

EXCELLENT: Compares very closely with the ideal.
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ACCEPTABLE: Compares acceptably with the ideal.
FAIR: Does not compare very well with the ideal.
POOR: Compares very poorly with the ideal.
DON'T KNOW: Insufficient information.

	Keypunch Instructions 1	Poor 2	Fair 3	Acceptable 4	Good 5	Excellent 6	Don't Know	COMMENTS
Please rate each item below:								
1. College personnel maintain regular contacts with employers to:								
• Maintain effective liaison with company/industry to assure a coordinated program of academic instruction and job training. 1								
• Revise apprenticeship curriculum to meet current job practices and technology. 2								
• Collect information on apprentices' success in applying classroom training to job training. 3								
• Review records of apprentices' progress in related instruction. 4								
• Review written objectives for apprenticeship courses. 5								
2. Classroom training provides apprentices with:								
• Knowledge in technical subjects related to their trade. 6								
• Practical job application experience. 7								
• Information on changes in methods and procedures as they apply to a trade. 8								
• Related instructions necessary to understand the required job skills. 9								
• Information on basic safety training. 10								
3. Instructional courses:								
• Related courses (such as Mathematics, Design, Blueprint Reading and Metallurgy) are pertinent to apprenticeship training. 11								
• Apprentices understand and apply terminology used in related trades. 12								
• Courses are provided at a convenient time. 13								
• Courses are provided at a reasonable cost. 14								
• The number of classroom hours provided in the apprenticeship program is consistent with the amount of time prescribed by the Department of Labor. 15								

PACT

Michigan Community Colleges

EMPLOYER/SUPERVISOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

4. Please list any suggestions you may have for improving classroom instruction.

5. Are there courses or specific skills which you believe are needed in order to make instruction more consistent with on-the-job training?

6. What aspects of the classroom training program provided by the college do you think are done particularly well?

PACT

Michigan Community Colleges

3

College _____

APPRENTICE INSTRUCTOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

Title of Apprenticeship Program _____

INSTRUCTIONS: Listed below are some items which describe an ideal classroom training program for apprentices. Read each and determine how closely the classroom training provided for apprentices by your college compares with the ideal. Using the following guide, check (X) the column which corresponds with your rating. A comment column has been provided if you wish to explain your rating.

RATING SCALE:

EXCELLENT: Compares very closely with the ideal.
GOOD: Compares somewhat closely with the ideal.
ACCEPTABLE: Compares acceptably with the ideal.
FAIR: Does not compare very well with the ideal.
POOR: Compares very poorly with the ideal.
DON'T KNOW: Insufficient information.

	Keypunch Instructions 1	Poor 2	Fair 3	Acceptable 4	Good 5	Excellent 6	Don't Know	COMMENTS
Please rate each item below:								
1. GOALS AND OBJECTIVES								
• Written goals for this program state realistic outcomes (such as planned enrollments, completions, etc.) and are used as one measure of program effectiveness. 1								
• Written measurable objectives have been developed for all courses in this program and are used to plan and organize instruction. 2								
• Current data on job performance requirements and trends are systematically used in developing and evaluating this program. 3								
2. PROCESSES								
College personnel maintain regular contacts with employers to:								
• Maintain effective liaison with company/industry to assure a coordinated program of academic instruction and job training. 4								
• Revise apprenticeship curriculum to meet current job practices and technology. 5								
• Collect information on apprentices' success in applying classroom training to job training. 6								
• Review records of apprentices' progress in related instruction. 7								
• Review written objectives for apprenticeship courses. 8								
Classroom training provides apprentices with:								
• Knowledge in technical subjects related to their trade. 9								
• Practical job application experience. 10								
• Information on changes in methods and procedures as they apply to a trade. 11								
• Related instruction necessary to understand the required job skills. 12								
• Information on basic safety training. 13								
Instructional courses:								
• Related courses (such as Mathematics, Design, Blueprint Reading and Metallurgy) are pertinent to apprenticeship training. 14								
• Apprentices understand and apply terminology used in related trades. 15								
• Courses are provided at a convenient time. 16								
• Courses are provided at a reasonable cost. 17								
• The number of classroom hours provided in the apprenticeship program is consistent with the amount of time prescribed by the Department of Labor. 18								

PACT

Michigan Community Colleges

APPRENTICE INSTRUCTOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

	Keypunch Instructions	Poor	Fair	Acceptable	Good	Excellent	Don't Know	COMMENTS
		1	2	3	4	5	6	
3. RESOURCES								
• All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable of and committed to apprenticeship instruction. 19								
• Instructional staffing for this program is sufficient to permit optimum program effectiveness. 20								
• Instructors in this program have kept current in their field and have developed and maintained a high level of teaching competence. 21								
• Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students. 22								
• Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions. 23								

4. Please list any suggestions you may have for improving classroom instruction.

5. Are there courses or specific skills which you believe are needed in order to make instruction more consistent with on-the-job training?

6. What aspects of the classroom training program provided by the college do you think are done particularly well?

SAMPLE MEMORANDUM TO APPRENTICE SUPERVISORS

To: Apprentice Supervisors
From: John Smith, Production Manager, ABC Tool and Die
Date: April 7, 1982
Re: Apprenticeship Training Program Review

Bel Aire Community College is in the process of systematically reviewing the classroom training they are providing for apprentices in the Tool and Die apprenticeship training program to determine whether it is up-to-date and consistent with the training being provided on-the-job. They will review the results of the study with us to determine how the program can be improved.

A key aspect of the study involves input from apprentice supervisors. Attached is a brief survey which should take you approximately ten to fifteen minutes to complete. Please answer the questions as they relate to the apprentices you supervise from the Tool and Die program. When the survey is completed, please seal it in the envelope and return it to me by next week Wednesday, April 14.

Thank you for your help.

SAMPLE MEMORANDUM TO APPRENTICESHIP TRAINING INSTRUCTORS

To: Apprenticeship Training Instructors
From: James Smith, Supervisor of Apprenticeship Training
Date: April 5, 1982
Re: Apprenticeship Training Program Review

Bel Aire Community College is presently beginning a systematic process of reviewing our Tool and Die apprenticeship classroom instruction to ensure that it is up-to-date and consistent with the training apprentices are receiving on-the-job. The study will involve eliciting perceptions of the program from apprentices and industry personnel who supervise the apprentices.

The results will be used to highlight both program strengths and areas that could be improved. The surveying of Tool and Die students will begin in approximately 7 to 10 days. Industry personnel will receive their surveys at approximately the same time. If you have any questions or concerns about this process, please feel free to contact me. Thank you for your cooperation.

PACT

Michigan Community Colleges

College _____

Title of
Apprenticeship Program

STUDENT PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

SUMMARY OF RESULTS

RATING SCALE:

EXCELLENT: Compares very closely with the ideal.
GOOD: Compares somewhat closely with the ideal.
ACCEPTABLE: Compares acceptably with the ideal.
FAIR: Does not compare very well with the ideal.
POOR: Compares very poorly with the ideal.
DON'T KNOW: Insufficient information.

Total Number of Respondents: _____

	Keypunch Instructions	Poor	Fair	Acceptable	Good	Excellent	Don't Know
		1	2	3	4	5	6
		%	%	%	%	%	%
1. Courses are:							
• Available and conveniently located.	1						
• Based on realistic prerequisites.	2						
• Available at convenient times.	3						
2. Written objectives for courses:							
• Are made available to you.	4						
• Describe what you will learn in the course.	5						
• Are used by instructors to keep you aware of your progress.	6						
• Relate to the on-the-job training you receive.	7						
3. Teaching methods, procedures and course content:							
• Meet your occupational needs.	8						
• Are consistent with what is being taught on-the-job.	9						
4. Related courses (such as Mathematics, Design, Blueprint Reading and Metallurgy) are:							
• Pertinent to apprenticeship instruction.	10						
• Current and meaningful to you.	11						
5. Apprentice classroom instructors:							
• Know the subject matter and occupational requirements.	12						
• Are available to provide help when you need it.	13						
• Provide instruction that is interesting.	14						
• Provide instruction that is understandable.	15						

PACT

Michigan Community Colleges

STUDENT PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

	Keypunch Instructions	Poor 1	Fair 2	Acceptable 3	Good 4	Excellent 5	Don't Know 6
		%	%	%	%	%	%
6. Instructional support services (such as tutoring, lab assistance, etc.) are:							
• Available to meet your needs and interests.	16						
• Provided by knowledgeable, interested staff.	17						
7. Instructional lecture facilities:							
• Provide adequate lighting, ventilation, heating, power and other utilities.	18						
• Are adequate in size for the number of students enrolled.	19						
• Are safe, functional and well maintained.	20						
8. Instructional materials (e.g., textbooks, reference books, supplies) are:							
• Available and conveniently located for use as needed.	21						
• Current and meaningful to the subject.	22						
• Not biased toward "traditional" sex roles.	23						

9. Are there courses or specific skills which you believe are needed in order to make instruction more consistent with on-the-job training?

10. What suggestions do you have for improving the course work you are taking in support of your on-the-job training?

PACT

Michigan Community Colleges

College _____

Title of Apprenticeship Program _____

EMPLOYER/SUPERVISOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

SUMMARY OF RESULTS

RATING SCALE:

EXCELLENT: Compares very closely with the ideal.
GOOD: Compares somewhat closely with the ideal.
ACCEPTABLE: Compares acceptably with the ideal.
FAIR: Does not compare very well with the ideal.
POOR: Compares very poorly with the ideal.
DON'T KNOW: Insufficient information.

Total Number of Respondents: _____

Keypunch Instructions	Poor	Fair	Acceptable	Good	Excellent	Don't Know
	1	2	3	4	5	6
	%	%	%	%	%	%
1. College personnel maintain regular contacts with employers to:						
• Maintain effective liaison with company/industry to assure a coordinated program of academic instruction and job training. 1						
• Revise apprenticeship curriculum to meet current job practices and technology. 2						
• Collect information on apprentices' success in applying classroom training to job training. 3						
• Review records of apprentices' progress in related instruction. 4						
• Review written objectives for apprenticeship courses. 5						
2. Classroom training provides apprentices with:						
• Knowledge in technical subjects related to their trade. 6						
• Practical job application experience. 7						
• Information on changes in methods and procedures as they apply to a trade. 8						
• Related instruction necessary to understand the required job skills. 9						
• Information on basic safety training. 10						
3. Instructional courses:						
• Related courses (such as Mathematics, Design, Blueprint Reading and Metallurgy) are pertinent to apprenticeship training. 11						
• Apprentices understand and apply terminology used in related trades. 12						
• Courses are provided at a convenient time. 13						
• Courses are provided at a reasonable cost. 14						
• The number of classroom hours provided in the apprenticeship program is consistent with the amount of time prescribed by the Department of Labor. 15						

PACT

Michigan Community Colleges

EMPLOYER/SUPERVISOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

4. Please list any suggestions you may have for improving classroom instruction.

5. Are there courses or specific skills which you believe are needed in order to make instruction more consistent with on-the-job training?

6. What aspects of the classroom training program provided by the college do you think are done particularly well?

PACT

Michigan Community Colleges

College _____

Title of Apprenticeship Program _____

APPRENTICE INSTRUCTOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

SUMMARY OF RESULTS

RATING SCALE:

EXCELLENT: Compares very closely with the ideal.
GOOD: Compares somewhat closely with the ideal.
ACCEPTABLE: Compares acceptably with the ideal.
FAIR: Does not compare very well with the ideal.
POOR: Compares very poorly with the ideal.
DON'T KNOW: Insufficient information.

Total Number of Respondents: _____

Keypunch Instructions	Poor	Fair	Acceptable	Good	Excellent	Don't Know
	1	2	3	4	5	6
	%	%	%	%	%	%
1. GOALS AND OBJECTIVES						
• Written goals for this program state realistic outcomes (such as planned enrollments, completions, etc.) and are used as one measure of program effectiveness. 1						
• Written measurable objectives have been developed for all courses in this program and are used to plan and organize instruction. 2						
• Current data on job performance requirements and trends are systematically used in developing and evaluating this program. 3						
2. PROCESSES						
College personnel maintain regular contacts with employers to:						
• Maintain effective liaison with company/industry to assure a coordinated program of academic instruction and job training. 4						
• Revise apprenticeship curriculum to meet current job practices and technology. 5						
• Collect information on apprentices' success in applying classroom training to job training. 6						
• Review records of apprentices' progress in related instruction. 7						
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Classroom training provides apprentices with:						
• Knowledge in technical subjects related to their trade. 9						
• Practical job application experience. 10						
• Information on changes in methods and procedures as they apply to a trade. 11						
• Related instruction necessary to understand the required job skills. 12						
• Information on basic safety training. 13						

PACT

Michigan Community Colleges

APPRENTICE INSTRUCTOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

SUMMARY OF RESULTS

RATING SCALE:

EXCELLENT: Compares very closely with the ideal.
GOOD: Compares somewhat closely with the ideal.
ACCEPTABLE: Compares acceptably with the ideal.
FAIR: Does not compare very well with the ideal.
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Total Number of Respondents: _____

Keypunch Instructions	Poor	Fair	Acceptable	Good	Excellent	Don't Know
	1	2	3	4	5	6
	%	%	%	%	%	%
PROCESSES (Continued)						
Instructional courses:						
• Related courses (such as Mathematics, Design, Blueprint Reading and Metallurgy) are pertinent to apprenticeship training. 14						
• Apprentices understand and apply terminology used in related trades. 15						
• Courses are provided at a convenient time. 16						
• Courses are provided at a reasonable cost. 17						
• The number of classroom hours provided in the apprenticeship program is consistent with the amount of time prescribed by the Department of Labor. 18						
3. RESOURCES						
• All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable of and committed to apprenticeship instruction. 19						
• Instructional staffing for this program is sufficient to permit optimum program effectiveness. 20						
• Instructors in this program have kept current in their field and have developed and maintained a high level of teaching competence. 21						
• Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students. 22						
• Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions. 23						

PACT

Michigan Community Colleges

APPRENTICE INSTRUCTOR PERCEPTIONS OF APPRENTICESHIP CLASSROOM TRAINING

4. Please list any suggestions you may have for improving classroom instruction.

5. Are there courses or specific skills which you believe are needed in order to make instruction more consistent with on-the-job training.

6. What aspects of the classroom training program provided by the college do you think are done particularly well?

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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